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Chief Instructor, ELINT Course

28 October 1959

Educational Specialist, CTR

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DDA Memo. 4 Apr 77

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Date: 16 JAN 78 By: 022I. INTRODUCTION

The writer of this report monitored the initial offering of the CTR ELINT Course from 2-23 October 1959. Due to a previous obligation to conduct my own course of Instructional Techniques during 19-23 October 1959, I was not able to personally monitor the last week of the ELINT Course. Mr. [REDACTED] PPS, assisted in the monitoring of this course and particularly covered the period 19-23 October 1959. Comments related to the third week of the course are his. Many of the other comments contained in this report are the consensus of Mr. [REDACTED] and myself.

II. STRENGTHS

Mr. [REDACTED], Chief Instructor, ELINT Course, deserves considerable credit and commendation for the work he has performed in organizing this course. Mr. [REDACTED] in "starting out from scratch" has had to perform considerable research and ground work in organizing this course. This was an uniquely difficult task to perform because of the varying conflict and complexity of interests between the components asked to participate. The guest speakers generally represented the top or deputy position from the components and presented the official policies and procedures in actual Agency operations.

Several of the speakers commented openly in their presentations that Mr. [REDACTED] and CTR should be complimented for their contribution to the Agency in gathering together the information and personnel representing the many divergent interests in this field within the Agency. In the panel sessions on several occasions, statements or decisions were made by responsible personnel which will improve the future ELINT activities with the Agency.

A point to be emphasized is the fact that, if nothing else was accomplished by the formation and running of this course, CTR has performed a major step in pointing out to the many personnel with highly diversified and specialized interests working in ELINT the real need for establishing Agency ELINT Doctrine in order that all the diversified offices and personnel will be in accord.

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It must be noted that the first running of any course usually brings to light many problems not anticipated prior to the running. It is assumed that after several runnings of this course many of these problems will be easily surmounted.

III. COURSE OBJECTIVES

The Chief Instructor gave the following as the course objectives:

- "1. Give sufficient knowledge of technical background so that students understand the language of professional colleagues and realize the dimensions of the problem.
2. Explain the capabilities, limitations, and delicacy of the equipment to be used so as to cooperate with their colleagues in its employment.
3. Give comprehensive picture of operations and the intelligence to be derived from them.
4. Explain all processes of ELINT from collection to analysis and its interpretation.
5. Make the student acquainted with all supporting organizations that can aid them in the field.
6. Let the student see and know all the instruments of collection."

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IV. TRAINING OBJECTIVES

- "1. Develop a better understanding of electricity theory and fundamentals.
2. Develop a better understanding between technical and operational control of a problem."

V. SUGGESTIONS FOR IMPROVEMENT

The following suggestions are made with the full knowledge of the many implications inherent in organizing this course and particularly with respect to the initial running of any course. These suggestions might then be considered with the intent that they would serve as stimuli to the Chief Instructor and his associates for consideration in future course presentations. Further, they have been discussed with the Chief Instructor prior to being placed in this memorandum. Order of listing in this memorandum does not imply order of importance.

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A. Assuming that the subject matter taught in the first running (see Attachment A) will be retained in the next several runnings, it is suggested that the sequence of subject matter be revised as outlined in Attachment B. The purpose of this revision would be to present the material in a more logical sequence with respect to a gestalt aspect, i.e., understandings, attitudes, and meanings are first achieved through insight and later clarified through further experiences and applications.

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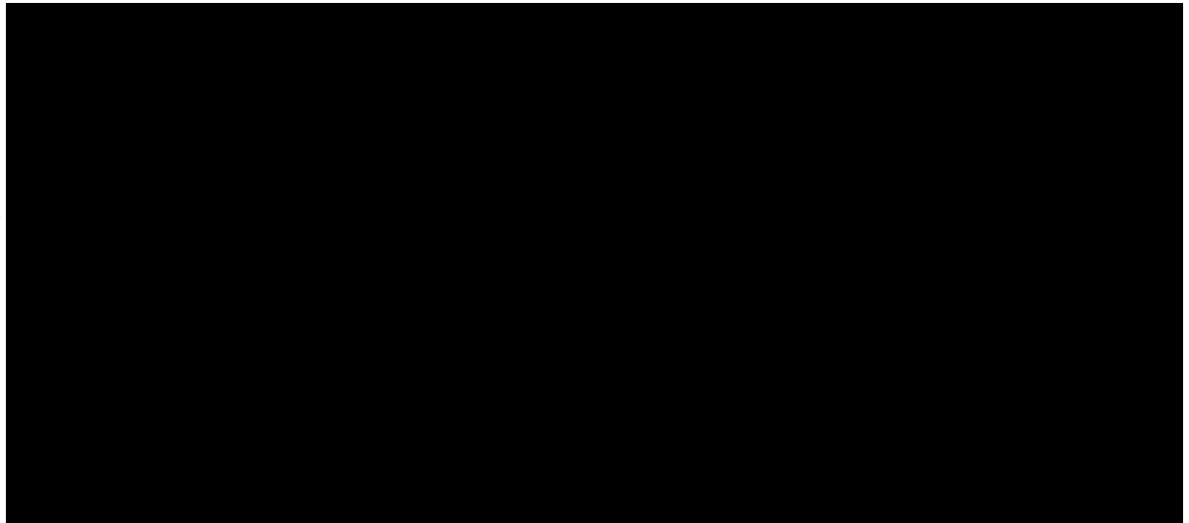
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I. Include in the student reading kit, copies of NSCIB #5 and #6, DCID 6/22 (or pertinent sections therein), and the October 1957 National Geographic article "Cape Canaveral 6000 Mile Shooting Gallery".

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J. Submit the student reading kit to DD/P, Commo, OSI, [REDACTED] PIC, or others so that these components may examine the present materials which should be included or perhaps replace present material.

K. The Chief Instructor might produce some case histories (sanitized) for inclusion in the reading kit and class discussions. The Chief Instructor indicated that he has tried to obtain such histories but because of the nature of the subject, various offices would not release such information. Perhaps since the course has run one time, another effort might pay off since the various offices might be more willing to assist in this effort or perhaps some "official" pressure might be applied at the right places.

L. A hand-out to each student might be prepared which would give names, title, and phone numbers of the various personnel associated with ELINT policy and operations in Headquarters. Such a hand-out might even go so far as to include brief statements as to capabilities or areas of interest wherein such personnel could assist in ELINT planning. This would allow each student to make a direct contact in the event he required future assistance in his work.

M. The Chief Instructor should obtain from the guest speakers their training photos, charts, maps, diagrams, and etc. used in this course and have transparencies produced by OTR Visual Aids shop for use on the Vu-Graph.

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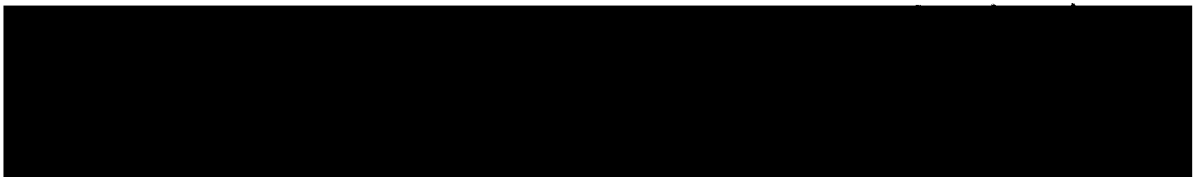
N. It would be advisable to screen other USAF films in order to ascertain whether or not some of them would be appropriate for this type course. Further, these and many of the films shown during the day could easily be shown at night with the resultant saving of day-training time which could be devoted to more practical aspects of the gear and equipment operation. 25X1A6a

O. It is estimated that the Chief Instructor could personally teach a great portion of the subjects in this course given at Headquarters. By doing this and the subsequent elimination of a high number of guest speakers, the inherent weaknesses associated with most guest speakers would be eliminated or at least reduced to a considerable extent. This is not in any manner considered a criticism of the obvious high degree of qualification of these speakers in their own technical areas. Many of these speakers are not highly proficient public speakers or instructors and their material was not organized for instructional purposes. Such weaknesses apparent in the first running of this course would include the following:

1. extent of overlap between speakers;
2. use of terminology familiar to the speaker but not known or not defined to the student;
3. poor method of delivery; monotone voice;
4. poor organization (or even a lack of organization); points of speech not clearly defined and noted;
5. lack of training aids to supplement speech; poor use of training aids; use of charts, etc. which were out-of-date, inaccurate, incomplete; lack of proper training aids for this size class; passing among the class of hand-outs, pictures, etc. while the speaker was talking;
6. attitude of trying to "sell" an office policy, procedure, etc.

P. The first hour of instruction on Monday of the third week was good. It brought out the need for the CIA ELINT complex to publish some sort of operational aid or handbook for ELINT Case Officers. This publication should give such basic information as:

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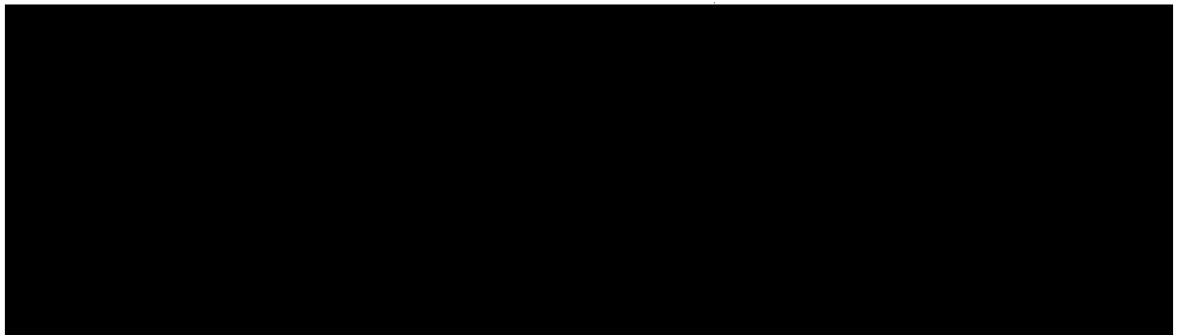
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VI. GENERAL COMMENTS

A. Several lectures lasted for more than one and one-half hours without allowing a break. It would be wise to divide such a lengthy presentation.

B. Attachment C was developed to assist the Chief Instructor to more adequately obtain factual opinion and information from the students during the course critique in the third week. The resultant information will be retained by him and considered with respect to any course modification for subsequent runnings.

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D. Consideration might be given to including this course within the same school frame-work as the SAT course since there might be some commonality between instructor personnel which would lend itself to cross-training or use of instructors.

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Attachments

As stated above

See  file for this
attachment

B

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C

CHECK ONE: STUDENT OBSERVER DATE

COURSE AREAS

(1st week)

Types and operation of equipment (approximately last three days)

HEADQUARTERS (2nd week)

Role of OSI in EVINT collection analysis and interpretation: EVINT analysis, ELINT laboratory, demonstration of analysis

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Introduction to the subject of requirements: Formulation of requirements within OSI; Intelligence objectives of electronic intercept; Implementation of a requirement demanding clandestine collection

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Role of Photo-intelligence: Photo-intelligence in support of clandestine EVINT collection: Ground Photography:

GENERAL AREAS

1. What is your opinion of the technique of having guest lecturers offer the majority of the second week?

2. What value did you receive from the several panels offered during the second week?

3. Should more opportunity be offered for some types of student participation or activity, other than the question/answer or panel periods provided? If so, what do you suggest?

4. Should this have been a course which attempted to teach you more specifics related to EVINT operation? (For example: more training in actually planning a sample EVINT operation to meet stated requirements; more experiences in actually operating some of the "agent type" gear; more work on case histories of EVINT operations if they are available and the like) If so, explain your ideas. 25X1A6a

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- 3 -

5. What suggestions do you have as to subject matter or material that should be included in this course in order to equip the GC to handle RTINT operations more effectively?

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